

## TAP STUDENT PORTFOLIO COMPONENTS

### PORTFOLIO SECTION TABS

#### Student Profile

- All Student Demographic Information

#### Instruction

- All Information Pertaining to the Student's Academic Achievement

#### Employment

- Evidence of Pre-Employment Skills, Interests and Preferences and Experiences of the Student

#### Community

- Evidence of Involvement in Community Activities

#### Daily Living

- Evidence of Age Appropriate Independent Living Skills and Assessments

#### Training & Adult Living

- Evidence of Preparing to Transition to Adult Life

#### Related Services

- Evidence of Outside Agency Needs

#### Functional & Vocational Evaluation

- Results of Completed Evaluations (if appropriate)

#### My Resources

- Student Individualized Resources

## Student Profile

# All Student Demographic Information



- **Demographics**
  - **Genesis Student Profile page**
  - **Attendance**
  - **Discipline**
- **IEP Components**
  - **SEAS IEP Pg. 1 Demographics**
  - **PLAAFP**
  - **Annual Goal Pages**
  - **Measurable Postsecondary Goal Page**
  - **Accommodations Page**
- **Evaluation Eligibility Page(s)**

"Disability is a natural part of the human existence and in no way diminishes the right of persons with developmental disabilities to live independently, enjoy self-determination, make choices, contribute to society, and experience full integration and inclusion in the economic, political, social, cultural, and educational mainstream of American society."

- The Developmental Disabilities Assistance and Bill of Rights Act Amendment of 1993

# Instruction

## All Information Pertaining to the Student's Academic Achievement



- **Federal, State, District And Classroom Achievement**
  - **AIMS OR AIMS-A**
    - **Reading Program Documentation, Assessments And Results**
    - **Math Program Documentation, Assessments And Results**
    - **Writing Rubric Documentation, Assessments And Results**
- **Formative & Anecdotal Assessments**
  - **Reports From Parent, Staff, And Student**
- **Documentation Of Participation In The IEP (Student Led IEP)**
- **Knowledge And Understanding Of Accommodations**
- **Choice In Course Selection**
- **IEP Goal Progress Reports**
- **IEP Accommodation Pages**
- **Functional Behavior Intervention Plan (If Appropriate)**
- **Learning Styles Inventories And Results**
- **Course Of Study Aligned To Measurable Post-Secondary Goals (MPG's)**
- **Student Work Samples/Artifacts**
- **Psycho-Educational Evaluation**
- **Academic/Honors Awards**
- **Documentation Of Additional Educational Opportunities**
  - **Field Trips**
  - **Community Based Instruction Activities**
  - **Elective Classes And/or Independent Study**
- **Assistive Technology**
- **Communication Needs**
- **Behavioral Supports**



Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.

# Employment

## Evidence of Pre-Employment Skills, Interests and Preferences, and Experiences of the Student



- **Documentation Of Job Skills Inventory, Interest and Career Inventories**
- **Documentation Of Community Based Instruction (CBI) Activities and/or Educational Field Trips**
- **Employment Skills Inventory**
- Mastery Employment Skills List (Interview Skills, Negotiation Skills, Communication Skills, Listening Skills)
- Computer Skills
- "Soft-Skills" Inventories
- **Course Of Study Aligned To Desired Measurable Postsecondary Goal (MPG)**
- Assistive Technology
- Communication Needs
- Behavioral Supports
- **Student Work Samples/Artifacts**



### Additional Educational Opportunities

- Fund raising experiences (school clubs)
- Volunteer experiences
- Employment
- Job shadowing experiences
- Job training
- Practice job applications
- Practice resume
- Letters of recommendation
- Contact information card
- Social Security Card
- License or State ID
- Food Handler's Card
- CPR, First Aid
- Baby-sitter's Certification
- Junior Achievement
- Part-time vs. full time employment
- Summer jobs such as: lawn maintenance, babysitting, newspaper route, etc.

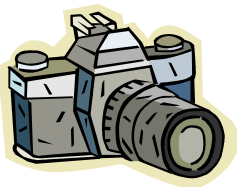
# Community

## Evidence of Involvement in Community Activities



- **Documentation Of Community Experiences**
  - Volunteer Work
  - Participation In Sports and/or Academic Clubs
  - Church
  - Community Organizations: YMCA, Boys & Girls Club, Boy/Girl Scouts
  - Family Outings: Camping, Vacations, Library, Mall, Etc.
  - **Transportation Goals and/or Experiences: Driver's License, Light Rail, Dial-A-Ride, Taxi, Train, Plane, Etc.**
  - Car Ownership: Gas, Maintenance, Etc.
- Hobbies And Skills Lists For:
  - Camping: Raising a Tent; Following Directions; Reading a Map; Outdoor Cooking; Etc.
  - Dirt Bike Riding: Engine Maintenance, Off Road Vehicle Rules And Regulations, Equipment, Etc.
- **Student Work Samples/Artifacts**
  - Assistive Technology
  - Communication Needs
  - Behavioral Supports

\*Every activity has a list of competency skills that may meet instruction, employment, daily living, post-secondary training and adult living skill needs.



# Daily Living

## Evidence of Age Appropriate Independent Living Skills and Assessments



- Financial Budgeting
- Taxes, Insurance
- **Consumer skills: Cost Estimation, Purchasing, Spending, Credit**
- Paycheck/Pay stub
- **Documentation of House-hold Chores and/or Daily Routines and Responsibilities**
  - Homework, Errands, Shopping
- **Time management skills**
  - Agenda items, Daily Planner, Calendar, Appointment Keeping, Time Estimation Skills (how long does it take to...), Sleep, Relaxation, Exercise
- Hygiene
- Medical Needs – Arizona Health Care Cost Containment System (AHCCCS)
- Cooking; Food costs, Following a Recipe
- State and City Resources: Food Stamps, Child Care, etc.
- Clothing:
  - Costs, Sizes, Climate Appropriate, Environment Appropriate
- **Citizenship Duties and Responsibilities**
- **Legal Consequences for Behavior**
- **Healthy living and Choice Making** (Wellness/Health Class Surveys)
- **Student Work Samples/Artifacts**
- Assistive Technology
- Communication Needs
- Behavioral Supports



"What we really want to do is what we are really meant to do. When we do what we are meant to do, money comes to us, doors open for us, we feel useful, and the work we do feels like play to us." [Julia Cameron quotes](#)

## Training & Adult Living

# Evidence of Preparing to Transition to Adult Life



- **SOP Summary of Performance**
- **Transcripts**
- **Applying to School**
  - University, College, or Tech/Trade School and/or Military
  - Supported Workshop, Sheltered Workshop
  - Needed Assessments (SAT, ASSET, ASVAP, etc.)
  - Contacting on Site DRC Disabilities Resource Center
- **Meeting with an Academic Advisor or TOR; Course Selections**
  - Certificate, Associates and Degree Programs
- **Housing**
  - Options, Costs, Rental contracts
  - University, College, or Tech/Trade School and/or Military housing
- Financial Aide
- Scholarships
- Working While Attending School
  - Part-time vs. Full-Time Employment
- **Guardianship**
- AZ Health Care Cost Containment System (AHCCCS)
- AZ Division of Development disabilities (DDD)
- Connect with Regional Behavioral Health Agency
- **Student Work Samples/Artifacts**
- **Selective Services**
- **Register to Vote**
- **Assistive Technology**
- **Communication Needs**
- **Behavioral Supports**

*"One morning you will awake to find that you are the person who dreamed of doing what you wanted to do; simply because you had the courage to believe in your potential and to hold on to your dream."  
-Donna Levine*

## Related Services

# Evidence of Outside Agency Needs



### Agency Documentation

- **Identify Potential Community Agencies**
  - DDD – Division of Developmental Disabilities
  - VR – Vocational Rehabilitation
  - Social Security
  - RBHA – Regional Behavioral Health
- **Qualifications/Eligibility for outside agency services**
- **Completed Applications for Related services**
- Assistive Technology
- Communication Needs
- Behavioral Supports



“I chose not to add “DIS” to my ability.”

Robert M. Hensel



Functional & Vocational  
Evaluation (if  
appropriate)

## Results of Completed Functional/Vocational Evaluations



**Functional Vocational Evaluation is a student-centered appraisal process for vocational development and career decision-making. It allows students, educators, and others to gather information about such development and decision-making. Functional vocational evaluation includes activities for transitional, vocational, aptitudes, skills and career planning; instructional goals; objectives; and implementation. Information may be gathered through situational assessment, observations or formal measures, and should be practical. The IEP team could use this information to refine services outlined in the IEP”.**

- **AIMS A - RESULTS**
- PIC's – Picture Interest Survey
- BRIGANCE – Employability Assessment
- **Interests and Aptitudes**
- **Evaluate Need for Specific Assistive Devices**
  - **Communication Needs**
  - **Behavioral Supports**
- Real Work Sample Assessment
- Situation Assessment
- Curriculum-based Assessment (Make sure the curriculum is relevant)

*I see the world differently, but still I see the world..... Anonymous*

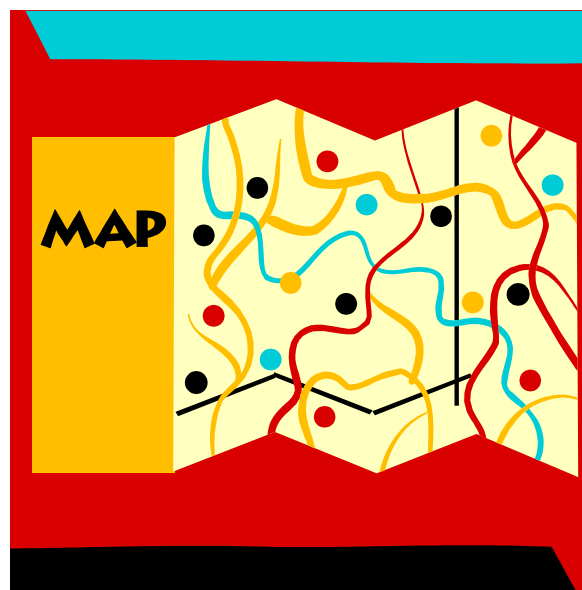


## My Resources

# Student Individualized Resources



- Post-Secondary Education/Training Searches
- Post-Secondary Education/Training Scholarship Searches
- Copies of Post-Secondary Education/Training Applications
- Copies of Completed Job Applications
- Technical Manual Vocabulary Sheets
- Family Information



"Your goals are the road **maps** that guide you and show you what is possible for your life."

